



# **English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12**

**2007 Edition**

ALABAMA, DELAWARE, DISTRICT OF COLUMBIA, GEORGIA, ILLINOIS, KENTUCKY,  
MAINE, NEW HAMPSHIRE, NEW JERSEY, NORTH DAKOTA, OKLAHOMA,  
PENNSYLVANIA, RHODE ISLAND, VERMONT, AND WISCONSIN



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*WIDA's English Language Proficiency Standards for English Language Learners In Pre-Kindergarten through Grade 12*, 2007 Edition, is a key component of the World-class Instructional Design and Assessment (WIDA) Consortium's assessment system. First published in 2004, the WIDA ELP standards were developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant. This second edition reflects an evolving understanding of the needs of English language learners (ELLs) and their educators and of the use of the standards as an instructional and assessment tool.

## About WIDA

The WIDA Consortium currently includes 15 states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Dakota, Pennsylvania, Oklahoma, Rhode Island, Vermont, and Wisconsin. Combined, the 15 WIDA partner states enroll approximately 450,000 K-12 ELLs in over 15,000 schools. Grounded in scientifically based research on best educational practices in general, and ESL and bilingual education in particular, WIDA created and adopted the comprehensive English language proficiency (ELP) standards (2004, 2007) that address the need for students to become fully proficient in both social and academic English and that exceed the requirements of the No Child Left Behind Act of 2001. These WIDA ELP standards and their accompanying model performance indicators—which represent the second language acquisition process and the language of the content areas of language arts, mathematics, science, and social studies—have now been adapted by the Teachers of English to Speakers of Other Languages (TESOL) as the national model (2006). Based on the WIDA ELP standards, WIDA developed a K–12 ELP test—ACCESS for ELLs®.<sup>1</sup> The assessment was fully operational for large-scale administration in spring 2005, and in spring 2007, approximately 450,000 students in 15 states took the ACCESS for ELLs®. Validation and item refreshment and enhancement are ongoing. Concurrently, WIDA has provided professional development activities related to the standards and assessments and has established a WIDA web site ([www.wida.us](http://www.wida.us)). Research, alignment studies, and a federally-funded project to develop academic assessments for ELLs are also components of the work of the WIDA consortium.

The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison is the home of the WIDA Consortium. In addition to its relationship with WCER, WIDA partners with the Center for Applied Linguistics ([www.cal.org](http://www.cal.org)) for test development and professional development; MetriTech, Inc. for the printing, distributing, scoring, and reporting of ACCESS for ELLs®, the School for International Training ([www.sit.edu](http://www.sit.edu)) and many other consultants and organizations with expertise in the education of ELLs.

## About the WIDA English Language Proficiency Standards

The WIDA ELP Standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs), linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude

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<sup>1</sup> Assessing Comprehension and Communication in English State to State for English Language Learners.

them from accessing, processing, and acquiring unmodified grade level content in English. This audience includes: English language learners; teachers; principals; program, district, and regional administrators; test developers; teacher educators; and other stakeholders in the educational lives of ELLs.

By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). pedagogy, 2). assessment, and 3). educational policy. In recent years, our vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling, in general, and particularly to standards, curriculum, and instruction. Second, English language proficiency standards guide the development of test blueprints, task specifications, and English language proficiency measures. Thus, language proficiency standards are the first step in the construction of reliable and valid assessment tools. Finally, the federal No Child Left Behind Act of 2002 (NCLB) and corresponding state statutes mandate that states annually administer a standards-based English language proficiency test to all English language learners (ELLs) in kindergarten through grade twelve in public schools.

## Organization of the Standards

There are five WIDA ELP standards, which appear in two frameworks: Summative and Formative. The two frameworks can be used for planning curriculum, instruction, and assessment of English language learners. The common elements of the two frameworks are 1). English language proficiency standards, 2). language domains, 3). grade level clusters, and 4). language proficiency levels. Overlaying the standards are the performance definitions that describe each level of language proficiency. These definitions, by delineating the stages of second language acquisition, provide the parameters in which the model performance indicators operate.

## Frameworks

The primary focus of the framework for summative assessment is to identify the range of model performance indicators that describe the outcomes of learning, and it is intended to provide students, teachers and test developers with ways for students to demonstrate their developing English language knowledge and skills. The framework for formative assessment, on the other hand, is geared toward guiding student learning and teacher instruction on an ongoing basis.

## English language proficiency standards

The five English language proficiency standards are identical for the formative and summative frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels PreK-12 attending

schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies) and is divided into five grade level clusters: PreK-K, 1-2, 3-5, 6-8, and 9-12.

Overall, the language proficiency standards center on the language needed and used by English language learners to succeed in school:

- *English Language Proficiency Standard 1:* English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

## The Language Domains

Each of the five English language proficiency standards encompasses four language domains: listening, speaking, reading, and writing.

## The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards. English language learners cross the bridge from English language proficiency to meet state academic content standards.

**Table 1: Performance definitions for the levels of English language proficiency**

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content area at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>the technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li> <li>oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas;</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas;</li> <li>expanded sentences in oral interaction or written paragraphs;</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas;</li> <li>phrases or short sentences;</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas;</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

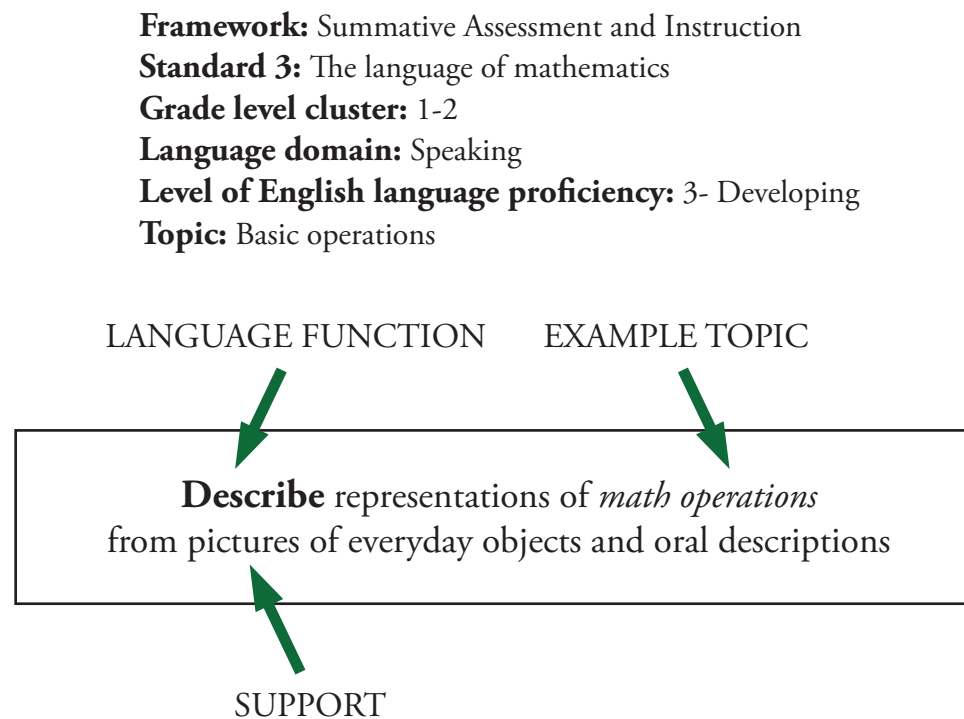


## The Model Performance Indicators

A Model Performance Indicator (MPI) is a single cell within the English language proficiency matrix that is descriptive of a specific level of English language proficiency for a language domain. An MPI is the smallest unit of a topical strand. Figure 1 shows the elements of an MPI.

The first word of an MPI is its language function; that is, how ELLs process or use language to communicate. The topic relates the context of the interaction within school; it may be social, instructional, or academic, depending on the standard. Finally, there is some form of support for ELLs through language proficiency level 4. Although we recognize that many students may benefit from support, it has been built into the MPIs, as it provides a necessary avenue for ELLs to access meaning.

**Figure 1: Elements of a Model Performance Indicator (MPI)**



## Changes and Clarifications from the First (2004) to Second (2007) Editions of the WIDA's ELP Standards

Changes in WIDA's second edition are noted in Table 2, a comparison of features between the 2004 and 2007 English language proficiency standards. The most significant difference between the two editions is the creation of the PreK-K grade level cluster.

The second most notable difference has been the expansion of our English language proficiency levels from five to six. Again, as a result of implementing ACCESS for ELLs®, we realized that there was not a designation for those students who reached the far end of the second language continuum; thus, we added 'Reaching' to both our English language proficiency test and standards. Our Performance Definitions have also expanded to include level 6.

Some of the information within the matrix has been reformatted for ease of use. We have renamed the frameworks to specify how language proficiency information is to be used; on an ongoing, formative basis or a cumulative, summative basis. In the 2007 edition, we provide some example topics, derived from state academic content standards, in a separate column to the left of the strand of model performance indicators. Strands are now arranged by language domain rather than grade level cluster; in this way, teachers may more readily take grade appropriate ideas to plan instruction and assessment.

Finally, we have extended the availability of supports within the model performance indicators through English language proficiency level 4. Interactive supports play a prominent role, especially within the formative framework, as English language learners need time to practice their new language with their peers within an instructional setting.

Table 2

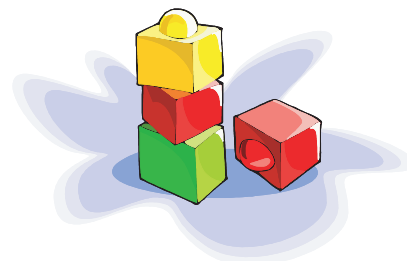
## Differences between WIDA’s 2007 PreK-12 English Language Proficiency Standards and its 2004 Edition

WIDA’s 2007 PreK-12 English Language Proficiency Standards	WIDA’s 2004 K-12 English Language Proficiency Standards
<ul style="list-style-type: none"> <li>• <b>Formative and summative frameworks</b> for assessment and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom and large-scale state assessment frameworks</li> </ul>
<ul style="list-style-type: none"> <li>• <b>5 grade level clusters:</b> PreK-K, 1-2, 3-5, 6-8, and 9-12</li> </ul>	<ul style="list-style-type: none"> <li>• 4 grade level clusters: K-2, 3-5, 6-8, and 9-12</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Arranged by language domain;</b> listening and speaking, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Arranged by grade level cluster</li> </ul>
<ul style="list-style-type: none"> <li>• <b>6 levels of English language proficiency:</b> 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, 5. Bridging, and 6. Reaching</li> </ul>	<ul style="list-style-type: none"> <li>• 5 levels of English language proficiency: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, and 5. Bridging</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Example topics</b>, drawn from state and national academic content standards, listed for each language domain and presented in the left-hand column of the matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Example topics, drawn from state academic content standards, embedded within the strands of model performance indicators</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Visual, graphic, and/ or interactive support</b> present in Model Performance Indicators through language proficiency level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Visual and/ or graphic support present in Model Performance Indicators through language proficiency levels 2 to 3</li> </ul>



## Example Topics and Themes for WIDA's 2007 English Language Proficiency Standards

Standard 1: Social and instructional language	Standard 2: The language of language arts	Standard 3: The language of mathematics	Standard 4: The language of science	Standard 5: The language of social studies
<ul style="list-style-type: none"> <li>Classrooms</li> <li>Colors</li> <li>Feelings</li> <li>Games</li> <li>Hygiene &amp; safety</li> <li>Music &amp; movement</li> <li>Recreational objects &amp; activities</li> <li>Routines</li> <li>School</li> <li>Self &amp; family</li> <li>Social behavior</li> <li>Spatial relations</li> </ul>	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>Chants &amp; songs</li> <li>Fairy tales</li> <li>Nursery rhymes</li> <li>Picture books</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Concepts about print</li> <li>Environmental print</li> <li>Same &amp; different</li> <li>Sounds &amp; symbols (Phonemic awareness)</li> <li>Story elements</li> </ul>	<ul style="list-style-type: none"> <li>Attributes</li> <li>Equivalency</li> <li>Geometric shapes</li> <li>Measurement of time (calendar, clocks)</li> <li>Measurement tools</li> <li>Number sense</li> <li>Numbers &amp; operations</li> <li>Patterns</li> <li>Quantity</li> <li>Size</li> <li>Spatial relations</li> <li>Temperature</li> <li>Weight</li> </ul>	<ul style="list-style-type: none"> <li>Air</li> <li>Animals</li> <li>Body parts</li> <li>Change in self &amp; environment</li> <li>Colors</li> <li>Forces in nature</li> <li>Living and non-living things</li> <li>Night/Day</li> <li>Rocks</li> <li>Safety practices</li> <li>Scientific process</li> <li>Seasons</li> <li>Senses</li> <li>Water</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Classroom/School</li> <li>Clothing</li> <li>Community workers</li> <li>Families</li> <li>Food</li> <li>Friends</li> <li>Holidays &amp; symbols</li> <li>Homes in a community/ Habitats</li> <li>Location of objects &amp; places</li> <li>Neighborhood</li> <li>Seasons</li> <li>Shelter</li> <li>Transportation</li> </ul>



## ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Music and movement</b>	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants, based on illustrations, using gestures, movement, or instruments modeled by teachers in a whole group	Respond to songs based on illustrations, using gestures, movement, or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations, through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., “Put your right foot in...”)	
SPEAKING	<b>Spatial relations</b>	Repeat answers to questions about position or location of real life objects or persons (e.g., “Where’s Maris? Here.”)	Respond to questions or commands about position or location of real-life objects or persons using relational words (e.g., “Where’s the bunny? Over there.”)	Identify position or location of real-life objects or persons using phrases (e.g., “under the table,” “on the floor,” “in the corner”)	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., “The ball goes up. The ball comes down.”)	Describe position or location of real-life objects or persons using sentences	
READING	<b>Hygiene and safety</b>	Identify environmental print related to hygiene or safety around school (e.g., boys/ girls washroom, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene and safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols, and words related to hygiene and safety found in environmental print around classroom or school in L1 or L2	Connect environmental print related to hygiene and safety to teacher reading of illustrated books in L1 or L2	Share “oral reading” of illustrated books related to hygiene and safety with a partner	
WRITING	<b>Games</b>	Produce drawings of familiar games from home or school based on class models (using language experience in L1 or L2)	Relate information about familiar games from home or school based on class models (using language experience in L1 or L2)	Tell how to play familiar games from home or school based on class models (using language experience in L1 or L2)	Depict stories about familiar games from home or school with the class (using language experience in L1 or L2)	Create class books about games from home or school (using language experience in L1 or L2)	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Recreational objects and activities	Identify recreational objects (e.g., balls, swings) from pictures (of school, playground, or park scenes) as directed orally	Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.")	Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.")	Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.")	
SPEAKING	Social behavior	Restate polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	Make polite requests from models or gestures (e.g., "Please sit down.")	Use polite language in conversations (e.g., role play telephone talk)	Give compliments, offer apologies, or express gratitude within conversations	Adapt polite language to social situations appropriate to audience	
READING	Classroom	Pair shapes of words related to illustrated classroom objects with print versions	Associate sounds or letters of illustrated classroom objects with words in print	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word in the classroom.")	Identify words or phrases within illustrated classroom scenes	Relate meaning of phrases or short sentences in illustrated classroom scenes	
WRITING	Routines	Trace, copy, or depict daily routines in drawings	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	Label pictures of daily routines from illustrated models using words with invented spellings	Describe daily routines from illustrated models using words and phrases with invented spellings	Compose notes about daily routines using phrases or short sentences with invented spellings	

## ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Concepts about print</b>	Point to features of big books in a large group (e.g., covers, title, author, illustrator) according to oral commands	Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands	Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions	Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions	Match illustrations to oral reading of related sentences or short stories	<b>Level 6- Reaching</b>
<b>SPEAKING</b>	<b>Nursery rhymes</b>	Repeat key words in rhymes from picture cues in a whole group	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups	Recite rhymes using gestures from memory in small groups	
<b>READING</b>	<b>Same and different</b>	Match pictures and icons with those that are the same with a partner	Sort pictures and icons that are the same or different with a partner	Classify illustrated words that are the same or different with a partner	Identify letters in illustrated words that are the same or different with a partner	Point out features of words that are the same and different with a partner (e.g., capital vs. lower case letters)	
<b>WRITING</b>	<b>Sounds and symbols</b>	Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)	Reproduce symbols or letters from models using realia (e.g., straws)	Trace symbols or letters associated with pictures or realia	Copy letters of beginning sounds from labeled pictures in context	Produce letters of beginning sounds from pictures in context	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Colors	Match colors in pictures as modeled orally (e.g., “Here is something <i>red</i> . Show me another <i>red</i> one.”)	Distinguish objects in pictures by color as described orally (e.g., “There is a <i>black</i> bear. Point to <i>black</i> bear.”)	Place pictures involving colors according to oral directions (e.g., “First is the <i>yellow</i> paper. The <i>blue</i> paper goes on top.”)	Arrange a series of pictures involving colors according to oral directions	Organize pictures to create color displays according to descriptive oral discourse	
SPEAKING	Nursery rhymes	Repeat words or phrases from common nursery rhymes supported by illustrations	Complete nursery rhyme phrases from illustrated models (e.g., “Jack and Jill went up a ____.”)	Describe persons or events in nursery rhymes from illustrations	Discuss what happens (plot or events) from nursery rhyme illustrations	Paraphrase nursery rhymes from illustrations	
READING	Feelings	Match symbols or icons with photographs or facial expressions that express feelings (e.g., happy face)	Select matching pairs of illustrated words that express feelings	Find examples of repeated words that express feelings in illustrated text (e.g., “ <i>sad</i> girl,” “ <i>sad</i> boy”)	Predict feelings based on illustrated phrases (e.g., on book covers)	Create ‘stories’ about feelings from illustrated text	
WRITING	Environmental print	Draw or trace examples of environmental print (e.g., from cereal boxes, T shirts)	Copy examples of environmental print from labeled icons or objects	Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ sun)	List examples of environmental print in illustrated scenes using icons, words, or phrases with invented spellings	Give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings	

## ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Measurement tools</b>	Associate size of real-life objects (e.g., “big, little”) with non-standard measurement tools with a partner as modeled orally	Sort real-life objects by size (e.g., short/ long) using non-standard measurement with a partner as modeled orally	Determine size of real-life objects using non-standard measurement tools (e.g., 3 hands long) with a partner as modeled orally	Estimate size of objects from pictures using standard or non-standard measurement tools with a partner as directed orally	Rank size of objects described according to standard, or non-standard measurement tools with a partner as directed orally	<b>Level 6 - Reaching</b>
<b>SPEAKING</b>	<b>Quantity</b>	Participate in and supply quantity words in songs and chants in a whole group (e.g., “One, two, button my shoe.”)	Complete phrases in songs and chants involving quantity in a whole group (e.g., “One potato, two potato, _____.”)	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines in songs and chants involving quantity in a whole group	Initiate and lead songs and chants involving quantity in a whole group	
<b>READING</b>	<b>Attributes</b>	Identify icons representative of real-life objects of a single attribute as modeled (e.g., “This is a toy. Find the picture of a toy.”)	Classify icons representative of real-life objects of a single attribute that belong and don’t belong to a group as modeled	Identify icons representative of real-life objects of two attributes that belong to a group as modeled (e.g., “Find the big, yellow ones.”)	Sort labeled icons representative of real-life objects of two attributes into groups as modeled	Arrange labeled icons representative of real-life objects of two attributes by group membership as modeled (e.g., small animals with four legs)	
<b>WRITING</b>	<b>Equivalency</b>	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally	Copy numerals and number words that correspond to matched sets of pictures from banks of number words (up to ten) as modeled	Supply numerals and number words (up to ten) that correspond to matched sets of pictures from word walls or banks	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Patterns	Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, snap, stomp)	Select “What comes next?” in illustrated patterns according to oral directions	Sort patterns from non-patterns in pictures from oral directions	Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions	Form patterns from pictures (e.g., “the tall girl, the short girl; the tall boy, the short boy”) from detailed oral directions	
SPEAKING	Size	Indicate size of objects in pictures (e.g., “small”, “big”) using gestures and words	Specify size of objects in pictures (e.g., “a small ball,” “a big ball”)	Describe the relationship between the size of two objects in pictures using comparative phrases (e.g., “smaller,” “bigger”)	Pose comparative questions or statements about size from pictures or illustrated scenes (e.g., “This is the biggest.”)	Make up related sentences or “stories” about differences in size using comparative language from illustrated scenes	
READING	Geometric shapes	Match pictures of real-life objects (e.g., book or window) with figures of geometric shapes	Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)	Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”)	Find pairs of matching words and diagrams of geometric shapes	Identify words for geometric shapes from labeled diagrams	
WRITING	Time	Draw, trace, or copy pictures from models to express times of day (e.g., night time or day time)	Depict times of day (night time or day time) from illustrated scenes and models using icons, letters, or scribble writings	Express times of day (morning, noon, or night) from illustrated scenes and models using words with invented spellings	Complete “stories” related to times of day from illustrated scenes and models using words or phrases with invented spellings	Produce thoughts or “stories” about times of day related to events or actions using phrases or short sentences with invented spellings	

## ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Change in self and environment</b>	Indicate change in self through gestures, or environment from pictures, according to oral commands	Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	Identify stages of development in pictures of self or environment following oral models as examples of change	Sort illustrated activities by age or stage of development of self or environment following oral models as examples of change	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of butterflies) as directed orally	<b>Level 6- Reaching</b>
<b>SPEAKING</b>	<b>Senses and body parts</b>	Associate names of body parts or senses with physical actions with a partner in L1 or L2	Give examples of uses of senses or other body parts with a partner in L1 or L2	Describe everyday activities that involve senses or other body parts with a partner in L1 or L2	Explain why senses or other body parts are useful or important to a partner in L1 or L2	Predict how senses or other body parts are affected by change (e.g., injury, temperature)	
<b>READING</b>	<b>Animals</b>	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner	Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	Classify pictures of animals with labels according to picture books (e.g., at the farm)	
<b>WRITING</b>	<b>Colors</b>	Create “messages” in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Compose “stories” about colors using drawings and words, phrases, or short sentences with invented spellings in L1 or L2 (e.g., rainbows)	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Living and non-living things	Classify living or non-living things from oral statements and pictures	Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.")	Identify living or non-living things from WH-questions and pictures (e.g., "Which animal has no legs?")	Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions	Organize pictures with labels or other graphic representations of features of living or non-living things described orally	
SPEAKING	Weather	Name familiar objects in photographs or illustrations associated with weather conditions	Describe weather conditions from photographs or illustrations (e.g., "windy")	Predict weather conditions from illustrated scenes (e.g., "It's going to rain.")	Compare or contrast weather conditions in illustrated scenes	Express likes, dislikes, or preferences, with reasons, related to weather conditions from illustrated scenes	
READING	Body parts	Apply concepts of print to books about body parts (e.g., "The book is about eyes, Show me the title of the book.")	Pair labeled pictures of body parts with matching icons	Associate labeled pictures of body parts with initial consonants (e.g., nose-n)	Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	Match pictures of body parts with words	
WRITING	Scientific inquiry	Produce drawings of materials needed for scientific inquiry from labeled pictures	Copy names of materials needed for scientific inquiry from labeled pictures	Reproduce a list of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings	Describe materials used in scientific inquiry using words or phrases with invented spellings	Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings	

## ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Symbols and Holidays</b>	Point to or locate symbols or holiday scenes in classrooms, pictures, or objects named orally (e.g., flags)	Show symbols or holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face)	Match symbols with illustrated scenes based on oral directions	Identify symbols within illustrated scenes based on oral directions	Find symbols based on oral descriptions or oral reading	
SPEAKING	<b>Clothing</b>	Repeat names of and identify clothing on self or peers when modeled in L1 or L2	Brainstorm names of articles of clothing (e.g., shorts, pants) with peers in L1 or L2	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.")	Give reasons for wearing different kinds of clothing	
READING	<b>Seasons</b>	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations modeled on word walls, displays, or trade books associated with seasons in small groups	Match characteristics of seasons from labeled illustrations using graphic organizers in small groups	Compare characteristics of seasons from illustrated leveled readers using graphic organizers in small groups	Identify seasons based on illustrated text in small groups	
WRITING	<b>Self and family</b>	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials	Draw family members from models or photographs and label people (and pets)	Draw and describe family members using words or phrases with invented spellings	Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings	


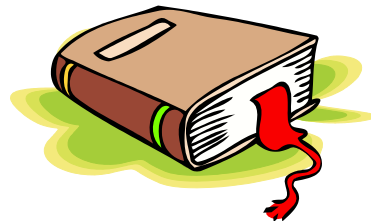

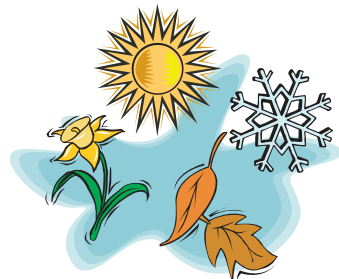


	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Transportation	Associate sounds of different modes of transportation with pictures (e.g., “Which goes choo choo?”)	Identify modes of transportation from visually supported rhymes or chants (e.g., “The Wheels on the Bus”)	Match pictures of modes of transportation with descriptive statements (e.g., “An airplane goes fast.”)	Pair modes of transportation with their environment (e.g., “The jet flies in the air,”) based on pictures and oral directions	Differentiate modes of transportation from the past or present based on pictures and oral descriptions	
SPEAKING	Homes in a community/ Habitats	Repeat names of different types of homes or habitats from models and illustrations (e.g., house, nest, pond)	Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., bee hive)	Describe different types of homes or habitats from illustrated scenes using phrases or short sentences	Compare and contrast different types of homes or habitats from illustrated scenes using related sentences	Provide detailed information about homes or habitats (e.g., personal address or “A bird lives in a nest in a tree.”)	
READING	Food	Recognize food-related symbols or icons in illustrations	Match pictures and words to words about food from various sources (e.g., labels on cans or cartons)	Find labeled pictures of food by initial sounds or consonants (e.g., pineapple, peas)	Sort pictures of food by initial sounds or consonants (e.g., “Find foods that start with the letter B.”)	Identify food words in illustrated phrases or short sentences	
WRITING	School	Draw personal responses to people, places, or objects in school from pictures or models	Represent people, places, or objects in school from pictures and models using letters or scribble writings	Label people, places, or objects in school from pictures and models using words with invented spellings	Make lists of people, places, or objects in school from pictures and models using words or phrases with invented spellings	Create “stories” about people, places, or objects in school from pictures using phrases or short sentences with invented spellings	





## Example Topics and Themes for WIDA's 2007 English Language Proficiency Standards

Standard 1: Social and instructional language	Standard 2: The language of language arts	Standard 3: The language of mathematics	Standard 4: The language of science	Standard 5: The language of social studies
<ul style="list-style-type: none"> <li>• Everyday objects</li> <li>• Feelings &amp; emotions</li> <li>• Following directions</li> <li>• Interests, opinions &amp; preferences</li> <li>• Leisure activities</li> <li>• Likes, dislikes &amp; needs</li> <li>• Personal correspondence</li> <li>• Personal information</li> <li>• School areas, personnel &amp; activities</li> </ul>	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>• Fiction (literary text)</li> <li>• Folktales</li> <li>• Non-fiction (expository text)</li> <li>• Poetry</li> <li>• Predicable books</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Elements of story</li> <li>• Homophones</li> <li>• Phonics/Phonemic awareness</li> <li>• Rhyming words</li> <li>• Role play</li> <li>• Sequence of story</li> <li>• Spatial relations</li> <li>• Story telling</li> <li>• Word families</li> </ul>	<ul style="list-style-type: none"> <li>• Basic operations (addition &amp; subtraction)</li> <li>• Capacity</li> <li>• Estimation</li> <li>• Graphs</li> <li>• Interpretation of data</li> <li>• Measurement tools (standard, non-standard, metric)</li> <li>• Money</li> <li>• Number sense</li> <li>• Patterns</li> <li>• Place value</li> <li>• Shapes</li> <li>• Size</li> <li>• Symmetry</li> <li>• Time (digital &amp; analog)</li> <li>• Two- and three-dimensional shapes</li> <li>• Weight</li> <li>• Whole numbers/Quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Astronomy</li> <li>• Body parts</li> <li>• Change</li> <li>• Chemical or physical attributes</li> <li>• Earth &amp; sky</li> <li>• Force &amp; motion</li> <li>• Gravity</li> <li>• Life cycles</li> <li>• Light</li> <li>• Living/Non-living things</li> <li>• Magnetism</li> <li>• Natural resources</li> <li>• Organisms &amp; environment</li> <li>• Plants</li> <li>• Renewable &amp; non-renewable resources</li> <li>• Senses</li> <li>• Sound</li> <li>• Water cycle</li> <li>• Weather</li> <li>• Weathering &amp; erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts of the past</li> <li>• Celebrations/Customs</li> <li>• Citizenship</li> <li>• Community workers</li> <li>• Cultural heritage</li> <li>• Families &amp; responsibilities</li> <li>• Homes &amp; habitats</li> <li>• Land forms</li> <li>• Money &amp; banking</li> <li>• Neighborhoods &amp; communities</li> <li>• Products in the marketplace</li> <li>• Representations of the earth (maps, globes &amp; photographs)</li> <li>• Rules</li> <li>• Seasons</li> <li>• Time &amp; chronology</li> <li>• Use of resources &amp; land</li> </ul>
				

## ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	<b>Following directions</b>	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., “Show me your paper.”)	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., “Put the cubes in a row across the paper.”)	Follow oral directions by comparing them with visual cues, nonverbal cues, or modeling (e.g., “Fold the paper in half. Then place it on your table the long way.”)	Follow oral directions without visual or nonverbal support and check with a peer (e.g., “Put your name on the top line of the paper.”)	Follow a series of oral directions without support (e.g., “Put your name on the left-hand side of the paper. Then put the date on the right-hand side.”)	
SPEAKING	<b>Likes, dislikes, and needs</b>	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., “Do you like school?”)	Share likes or dislikes with a partner in L1 or L2	Paraphrase or combine likes and dislikes with a partner (e.g., “She likes cake and ice cream.”) in L1 or L2	Give reasons for likes, dislikes, or needs with a partner (e.g., “I like _____ because....”) in L1 or L2	Convince a partner to share your likes, dislikes, or needs in L1 or L2	
READING	<b>Leisure activities</b>	Match icons or pictures to same on board games or in activities with a partner	Place pictures with words or phrases with corresponding pictures on board games in activities with a partner	Respond to words or phrases on board games or in activities by carrying out actions with a partner	Follow grade level written directions for board games or activities with a partner or teacher assistance	Follow grade level written directions for board games or activities independently	
WRITING	<b>Personal information</b>	Draw or orally dictate personal experiences in L1 or L2 from pictures or photographs	Label personal experiences in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences in L1 or L2	Maintain diaries or journals of related sentences about personal experiences in L1 or L2	Produce illustrated stories based on personal experiences	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	School areas, personnel, and activities	Identify symbols, objects, or people associated with classrooms or school areas, personnel, or activities from pictures and oral statements (e.g., “Office” or “Exit”)	Locate school areas, personnel, or activities described orally with visual support (e.g., corner of the room, washroom down the hall)	Match school areas, personnel, or activities described orally to illustrated school or classroom scenes	Sort school areas, personnel, or activities from non-school areas, personnel, or activities according to oral descriptions with visual support (e.g., “Which person does <i>not</i> work in the school?”)	Match oral descriptions of school areas, personnel, or activities with individual needs or situations (e.g., “If.. then...” “Suppose...”)	
SPEAKING	Everyday objects	Name everyday objects depicted visually when given choices (e.g., “Is this a book or a cookie?”)	Tell primary function or use of everyday objects depicted visually (e.g., “You put food on a plate.”)	Relate multiple functions or uses of everyday objects depicted visually (e.g., “I do homework on the table and eat dinner there.”)	Compare/contrast uses of everyday objects depicted visually (e.g., “I wash myself with soap. I dry myself with a towel.”)	Evaluate and give reasons for usefulness of everyday objects (e.g., “Pencils are better than crayons for writing. You can write neater with pencils.”)	
READING	Personal Information	Match illustrated words with bank of words about self	Identify illustrated phrases reflective of self (e.g., “go to school,” go home”)	Answer yes/no or choice questions about self in illustrated text (e.g., “Are you a cat?”)	Select illustrated sentences reflective of self (e.g., “I go to school on Fridays.”)	Distinguish between true and false information about self (e.g., “I have three eyes.”)	
WRITING	Personal correspondence	Trace, copy, or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., needed school supplies)	Relate personal facts using models and pictures (e.g., “I have brown eyes.”)	Compose personal messages for friends using models and pictures	Narrate or compose personal stories from pictures	

## ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reading
<b>LISTENING</b>	<b>Role play</b>	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants, or poems)	Role play familiar, everyday activities in small groups, modeled in illustrated story books read by teachers	Role play characters seen in plays, videos, or illustrated stories read by teachers in small groups	Reenact scenes seen in plays, videos, or illustrated stories read by teachers in small groups	Reenact or dramatize grade level stories that are read by teachers or seen	
<b>SPEAKING</b>	<b>Story telling</b>	Repeat new language related to story pictures modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from series of pictures, wordless picture books, or personal experiences	
<b>READING</b>	<b>Phonics/ Phonemic awareness</b>	Demonstrate concepts about print by pointing or through gestures	Match voice to print by pointing to icons, letters, or illustrated words	Cross-check pictures with phonics clues with a partner	Use phonics clues to sound out illustrated words in context	Predict words or phrases based on context cues in grade-level text	
	<b>Sequence of story</b>	Sequence a series of pictures to tell stories	Match a series of pictures that tell stories with sequence words (e.g., first, then, last)	Select titles that correspond to a sequence of pictures	Sequence a series of sentences to related pictures	Sequence short paragraphs to tell stories	
<b>WRITING</b>	<b>Rhyming words</b> <b>Word families</b>	Reproduce symbols, letters, or pictures from illustrated charts or displays with a partner	Pair rhyming words from illustrated charts or displays with a partner	Produce and organize rhyming words or word families from pictures on charts or displays, or graphic organizers with a partner	Use rhyming words or word families in phrases or short sentences from illustrated charts or displays with a partner	Create original stories or poems using rhyming words or word families in sentences from charts or displays	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Sequence of story	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use ordinal numerals or sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle, and end	Match story sequence read aloud to a series of pictures (e.g., Once upon a time....and they lived happily ever after)	Select logical outcomes or endings to stories read aloud	
SPEAKING	Story elements	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Re/tell stories using story elements from picture books or short stories	
READING	Phonics/ Phonemic awareness	Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	Match letters/digraphs within and across words with pictures in context	Sort words and phrases, with visual support, into phonological or semantic categories (e.g., c that sounds like k, c that sounds like s)	Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent letters)	Match sentences that contain words with phonetic variation with pictures	
WRITING	Word families	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make original statements or questions using illustrated word families	Produce related sentences using illustrated word families	Create fictional stories using word families	

## ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Graphs</b>  <b>Interpretation of data</b>	Shade or color graphs according to oral commands modeled by a teacher (e.g., “Here is a graph. Color this bar red.”)	Identify data in graphs from oral commands modeled by a teacher (e.g., “Which bar shows the most?”)	Locate information on graphs based on oral statements (e.g., “Which bar shows that most people like ice cream.”)	Display comparative data on graphs to make comparisons based on oral statements (e.g., “Fill in the graph to say there are more girls than boys.”)	Provide comparative data on graphs from oral descriptions (e.g., “Fill in the graph. Most children are wearing red, some are wearing blue, and the fewest are wearing green.”)	<b>Level 6- Reaching</b>
<b>SPEAKING</b>	<b>Number sense</b>	Provide identifying information that involves real-world numbers (e.g., age, address, or telephone number) to a peer	Give examples of things with real-world numbers (e.g., room numbers, bus numbers, or calendars) to a peer	Give examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Tell a partner how to play games or activities that involve numbers (e.g., sports, board games, hopscotch)	Relate stories or events that involve numbers	
<b>READING</b>	<b>Measurement tools (standard, non-standard, and metric)</b>	Use diagrams to guide use of standard, non-standard, or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard, non-standard, or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard, non-standard, or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard, non-standard, or metric measurement with a partner	Follow illustrated directions from text to use standard, non-standard, or metric measurement tools	
<b>WRITING</b>	<b>Whole numbers/ Quantity</b>	Produce pictures with numerals or reproduce whole number or quantity words from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of whole numbers or quantities in everyday situations	Provide examples of whole numbers or quantities in context (e.g. “a bunch of grapes”) using phrases or short sentences	Describe uses of whole numbers or quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using whole numbers or quantities in real life situations (e.g., when shopping or cooking) using a series of sentences	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
<b>LISTENING</b>	<b>Two and three-dimensional shapes</b>	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”)	Match attributes of two or three-dimensional shapes described orally to objects (e.g., “Find a shape with 4 sides.”)	Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., “Put three circles on top of each other. What do you see?”)	Construct and identify two- or three-dimensional figures described orally (e.g., “Put two lines up and down and two lines across. What shape do you have?”)	Alter two or three-dimensional shapes to make others based on oral discourse (e.g., “Take one side away from a square. Move the three line segments to make a shape. What do you have?”)	
<b>SPEAKING</b>	<b>Basic operations</b>	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate basic operations from oral statements, referring to pictures of everyday objects (e.g., “Ten pencils and ten more are twenty.”)	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., “There are seven dogs altogether.”)	Compare/contrast basic operations needed in problem solving from pictures and oral descriptions (e.g., “This one says take away/ minus/subtract. That one says plus/add.”)	Explain processes involving basic operations from pictures and grade level oral descriptions	
<b>READING</b>	<b>Estimation Money</b>	Match labeled pictures with general words related to estimation (e.g., a lot, a little) to pictures of varying quantities	Match words or phrases related to estimation (e.g., about 20 cents) to pictures of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see close to 100 nickels.”)	Order illustrated sentences involving estimation (e.g., “I have one dollar. Candy costs around 40 cents. I can buy two pieces.”)	Analyze math sentences from grade level materials to identify estimation strategies	
<b>WRITING</b>	<b>Whole numbers</b>	Label whole numbers from graphs or visuals and word banks (e.g., from 1-100)	Produce phrases with whole numbers from graphs or visuals and word banks (e.g., twenty-one crayons)	List uses of whole numbers from graphs or visuals using phrases or short sentences	Describe or compare whole numbers from graphs or visuals using compound or complex sentences (e.g., “There are 3 tens and 2 ones.”)	Create stories using whole numbers	

## ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	<b>Force and motion</b>	Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.")	Move real-life objects by following multiple step oral directions (e.g., "The car goes backwards. The car then goes forwards. Finally, it stops.")	Compare movement of objects based on oral statements by pointing to pictures or demonstration using real-life objects (e.g., "Show me which goes fastest: bikes, buses, or airplanes?")	Predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., "Show what happens when you let go of balloons.")	Role play effects of force on motion through gestures or demonstration based on oral scenarios	
SPEAKING	<b>Earth and sky</b>	Name objects of earth or sky from observation, photographs, or models	Describe objects of earth or sky from observation, photographs, or models (e.g., "The sun is big and yellow.")	State relationships between objects of earth or sky using diagrams, photographs, or models (e.g., "Mars is closest to the sun.")	Discuss and show changes in the earth and sky using diagrams, photographs, or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs, or models	
READING	<b>Natural resources</b>	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or trade books associated with natural resources (e.g., rain or ice) with a partner	Identify phrases associated with activities that use natural resources in various illustrated sources (e.g., "go swimming") with a partner	Classify sentences associated with activities that do and do not use natural resources in illustrated text (e.g., "I take a bath.") with a partner	Sequence sentences to show how activities use natural resources (e.g., cooking)	
WRITING	<b>Renewable and non-renewable resources</b>	Label objects that represent renewable and nonrenewable materials from real-life or illustrated examples (e.g., paper, cotton, or wool) in L1 or L2	Sort examples of renewable and nonrenewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and nonrenewable resources from pictures or real-life materials (e.g. using phrases with opposites) in L1 or L2	Describe goods made from renewable or nonrenewable resources using illustrated sequences of sentences	Evaluate usefulness of goods made from renewable and nonrenewable resources using a series of related sentences	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Chemical or physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., “Water and milk are liquids. Find another liquid.”)	Rank objects according to chemical or physical properties from pictures and oral descriptions (e.g., from coldest to warmest)	Analyze objects based on chemical or physical properties from oral discourse	
SPEAKING	Weather	Use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”)	Make statements about weather from pictures or photographs (e.g., “It’s raining.”)	Ask questions about weather from pictures or photographs	Forecast weather and provide reasons from pictures or photographs	Evaluate and weigh options related to weather forecasting	
READING	Living organisms	Identify living organisms from symbols, photographs, graphs, or charts with labels	Classify living organisms (e.g., birds or mammals) by using pictures, icons, and text with graphic organizers (e.g. T chart)	Complete graphs or charts using pictures, icons, and text related to living organisms	Respond to questions about graphs or charts related to living organisms using icons and text	Interpret graphs or charts related to living organisms using icons and explicit grade level text	
WRITING	Change	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using drawings, words, or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected thoughts	

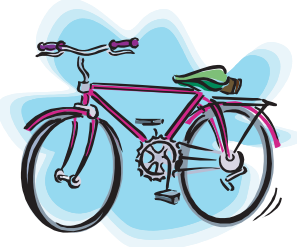


## ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Neighborhoods/ Communities	Identify signs around neighborhoods from oral commands and pictures or field trips (e.g., traffic lights, schools or railroad crossings) with a partner	Identify places in communities from oral statements and pictures, maps, or field trips (e.g., "Firefighters work here.") with a partner	Locate places in relation to other places in neighborhoods or communities from pictures, maps, or field trips and oral statements (e.g., "The house is next to the park.") with a partner	Find specific locations in neighborhoods or communities using maps or reproductions based on detailed oral statements (e.g., "The school is at the corner of First and Oak.") with a partner	Construct or complete neighborhood or community maps or reproductions based on a series of oral directions	
SPEAKING	Rules	Tell classroom or school rules based on gestures or modeling (e.g., "Sit down.") in small groups	State classroom or school rules based on pictures, illustrated lists, or role playing (e.g., "Get in single file.") in small groups	Suggest classroom, school, or family rules based on illustrated lists, role playing, or experiences in small groups	Discuss reasons for classroom, school, or family rules in small groups	Explain issues involving classroom, school, or family rules (e.g., "If I am late, then....")	
READING	Money and banking	Use phonemic awareness to sort or match real currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to real currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade level stories about money and banking	
WRITING	Homes and habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify pictures of different types of homes or habitats from pictures or models using general vocabulary (e.g., "Birds <i>here</i> .")	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., "Birds live in nests.")	Compare different types of homes or habitats from illustrated scenes or graphic organizers using specific vocabulary	Produce stories about different types of homes or habitats using grade level vocabulary	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Maps and globes	Locate reference points or icons on maps from oral commands	Identify major physical features on maps based on oral directions (e.g., "Find the tall mountains.")	Identify places on maps using directionality based on a series of oral statements	Distinguish among geographic locations on maps based on oral descriptions	Follow travel routes on maps based on a series of directionality and sequence statements	
SPEAKING	Community workers	Name community workers from pictures or illustrated scenes	State roles of community workers from pictures or illustrated scenes	Describe encounters or interactions with community workers from illustrated scenes	Explain importance or contributions of community workers from illustrated scenes	Predict impact of community workers in emergencies or unusual situations	
READING	Celebrations/ Customs	Match labeled pictures with illustrated celebrations or customs in U.S. or internationally	Sort labeled pictures according to celebrations or customs in U.S. or internationally	Compare/contrast explicit information about celebrations or customs in U.S. or internationally from illustrated text	Interpret explicit information about celebrations or customs in U.S. or internationally from illustrated text	Interpret implicit information about celebrations or customs in U.S. or internationally from illustrated text	
WRITING	Products in the marketplace	Reproduce or label symbols or logos for products in the marketplace	Describe products in the marketplace from illustrated examples	Compare/contrast attributes of two products in the marketplace from illustrated examples	State uses of products in the marketplace from illustrated examples	Evaluate usefulness of products in the marketplace and provide reasons for choices or decisions	



## Example Topics and Themes for WIDA's 2007 English Language Proficiency Standards

Standard 1: Social and instructional language	Standard 2: The language of language arts	Standard 3: The language of mathematics	Standard 4: The language of science	Standard 5: The language of social studies
<ul style="list-style-type: none"> <li>Classroom supplies or assignments</li> <li>Following directions</li> <li>Health &amp; safety</li> <li>Information gathering</li> <li>Leisure activities</li> <li>Personal information or experiences</li> <li>Rules &amp; procedures</li> </ul> 	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>Biography &amp; autobiography</li> <li>Fables</li> <li>Fairy tales</li> <li>Fantasy</li> <li>Folklore</li> <li>Informational texts</li> <li>Legends</li> <li>Mysteries</li> <li>Myths</li> <li>Narratives</li> <li>Prose</li> <li>Science fiction</li> <li>Tall tales</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Affixes &amp; root words</li> <li>Comprehension strategies</li> <li>Conventions &amp; mechanics</li> <li>Editing &amp; revising</li> <li>Explicit &amp; inferential information</li> <li>Fact &amp; opinion</li> <li>Fluency strategies</li> <li>Hyperbole</li> <li>Main ideas/Details</li> <li>Organization of texts</li> <li>Phonemes/Phonology</li> <li>Points of view</li> <li>Story elements &amp; types of genres</li> <li>Story grammar</li> <li>Strategies</li> <li>Text structure &amp; organization</li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Area</li> <li>Basic operations (Multiplication &amp; Division)</li> <li>Cost/ Money</li> <li>Data analysis</li> <li>Decimals</li> <li>Descriptive statistics</li> <li>Equivalent forms (Fractions, Decimals, Percent)</li> <li>Fractions</li> <li>Large whole numbers</li> <li>Metric system</li> <li>Patterns &amp; Relationships</li> <li>Percent</li> <li>Perimeter</li> <li>Place value</li> <li>Polygons</li> <li>Scale</li> <li>Sets</li> <li>Strategies for problem solving</li> <li>Three-dimensional shapes</li> </ul> 	<ul style="list-style-type: none"> <li>Body systems</li> <li>Cells &amp; organisms</li> <li>Earth history/Materials</li> <li>Ecology &amp; conservation</li> <li>Ecosystems</li> <li>Electricity</li> <li>Energy sources</li> <li>Foods &amp; nutrition</li> <li>Forces of nature</li> <li>Fossils</li> <li>Geological forms</li> <li>Heat</li> <li>Living systems</li> <li>Magnetism</li> <li>Natural resources</li> <li>Nature</li> <li>Reproduction &amp; heredity</li> <li>Scientific inquiry</li> <li>Simple machines</li> <li>Solar system</li> <li>States of matter</li> <li>Weather patterns</li> </ul> 	<ul style="list-style-type: none"> <li>Branches of government</li> <li>Colonization</li> <li>Communities</li> <li>Cross-cultural experiences</li> <li>Explorers</li> <li>Goods &amp; services</li> <li>Historical events, figures &amp; leaders</li> <li>Immigration/Migration</li> <li>Legends &amp; scales</li> <li>Maps &amp; globes/ Locations</li> <li>Needs of groups, societies &amp; cultures</li> <li>Neighbors North &amp; South</li> <li>Prehistoric animals</li> <li>Resources &amp; products</li> <li>Times long ago</li> <li>Tools &amp; artifacts</li> <li>Topography</li> <li>Trade routes</li> <li>U.S. documents</li> <li>U.S. regions: Rivers, coasts, mountains, deserts, plains</li> </ul>

## ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>LISTENING</b>	<b>Classroom supplies or assignments</b>	Identify materials needed to complete tasks from realia and oral statements and check with a partner	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Select materials or resources needed to complete tasks based on realia and oral descriptions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	
<b>SPEAKING</b>	<b>Information gathering</b>	Seek assistance on information related to school tasks (e.g., supplies or assignments) from peers or teachers in L1 or L2	Respond to questions about information related to school tasks (e.g., meaning of words or uses of relevant resources) from peers or teachers in L1 or L2	Ask questions to seek information or provide opinions, preferences, or wishes to peers in L1 or L2	Clarify information by restating or rephrasing ideas, opinions, or preferences with peers in L1 or L2	Offer specific information that supports opinions or preferences with peers	
<b>READING</b>	<b>Personal experiences</b>	Identify words or phrases related to self or personal experiences from illustrated text	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with illustrated text	Evaluate validity of information based on personal experiences	
<b>WRITING</b>	<b>Health and safety</b>	Draw, label, and classify pictures of substances or objects around school, home, or community related to health and safety from visuals in L1 or L2	Describe pictures of health and safety practices around school, home, or community from visuals (e.g., pedestrian safety) in L1 or L2	Describe procedures to take for health and safety at school, home, or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health and safety at school, home, or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with examples for classroom, school, home, or community	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Following directions</b>	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book and point to a picture.”)	Follow multi-step oral commands supported visually that incorporate language of request (e.g., “I’m asking you to close your book, put it in your desk, and get in line.”)	Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to... Then, please... Finally...”)	Follow multiple linguistically complex oral directions that involve language of request (e.g., “Before you wash your hands, please be so kind as to clean up the mess under your desk.”)	
SPEAKING	<b>Personal information</b>	Respond to yes/no, WH-, or choice questions about self from picture prompts and models (e.g., “Are you a boy or a girl?”)	Respond to personal, open-ended questions from picture prompts using phrases or short sentences	Express information about self in response to picture prompts using sentences	Relate personal information using connected ideas in response to picture prompts	React to issues based on personal information offering justification for response in extended discourse	
READING	<b>Leisure activities</b>	Select general themes related to leisure activities from pictures and words or phrases (e.g., “Play ball.”)	Identify overall message from visually or graphically supported examples of leisure activities (e.g., “He plays soccer after school.”)	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	Infer information on leisure activities from text (e.g., travel brochure)	
WRITING	<b>Rules or procedures</b>	Label or produce icons for school rules or procedures from illustrated scenes and models	List dos and don’ts regarding school rules or procedures from illustrated scenes (e.g., “Don’t run in the halls.”)	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to or consequences of breaking school rules or procedures	



## ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>LISTENING</b>	<b>Comprehension strategies</b>	Point to letter combinations, words, parts of books, or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/ thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")	
<b>SPEAKING</b>	<b>Points of view</b>	Describe self with words and gestures (e.g., features, clothing, or likes and dislikes)	Compare self with familiar persons (e.g., friends, family members, or movie stars) using photographs, pictures, or graphic organizers	Compare self with characters in literary works using graphic organizers and technology	Compare self with motives or points of view of characters in literary works using graphic organizers and technology	Explain differences between self-motives or points of view and those of characters in literary works using technology	
<b>READING</b>	<b>Fact and opinion</b>	Match labels or identify facts from illustrations and phrases (e.g., "I see, There is...")	Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that...", "It is true that...")	Identify language associated with opinion in fiction or non-fiction illustrated text (e.g., "I think that...;" "We believe that...;" "It could be...")	Differentiate between statements of fact and opinion found in various illustrated reading selections	Identify authors' intent associated with fact or opinion in fiction or non-fiction from grade level text	
	<b>Fluency strategies</b>	Use cues for sounding out unfamiliar words with accompanying visuals	Use visually supported context cues to derive meaning and facilitate fluency	Use punctuation cues to facilitate expression and fluency with visually supported text	Use self-monitoring and self-correcting strategies to increase fluency with visually supported text	Use strategies to adjust pace and expression while reading orally	
<b>WRITING</b>	<b>Editing and revising</b>	Produce personal word/ phrase lists from labeled pictures (e.g., chores or shopping) and check with a partner	Create phrases/short sentences as personal reminders from models (e.g., homework assignments) and check with a partner	Edit guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (using word processing or rubrics) based on class or peer reviews	Self-assess and revise writing (using word processing or rubrics) to produce final drafts	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Explicit and inferential information	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Make predictions from oral discourse on narrative or expository material supported by illustrations (e.g., oral reading of realistic fiction)	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade level materials	
SPEAKING	Story elements and types of genres	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres, supported by illustrations	Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations	Propose options or solutions to issues or conflicts in various genres and support response with details	
READING	Biography and autobiography	Find identifying information on biographies from illustrations, words, or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information from two persons using illustrations and graphic organizers	Integrate biographical information to form opinions on people	
WRITING	Conventions and mechanics	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives)	Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”)	

## ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	<b>Cost/Money</b>	Match prices using visually supported materials (e.g., newspapers or magazines) from oral questions (e.g., “Which one costs \$1000?”) with a partner	Compare prices using visually supported materials from oral questions (e.g., “Which one costs more, X or Y?”) with a partner	Analyze prices using visually supported materials from oral questions (e.g., “Which one of these is most expensive?”) with a partner	Predict prices using visually supported materials from oral questions (e.g., “Which one do you think costs under \$1000?”) with a partner	Make conditional purchases (using newspaper ads) from oral questions (e.g., “If you had \$1000, which items would you buy?”)	
SPEAKING	<b>Basic operations</b>	Repeat information about math processes involving computation using realia or manipulatives and teacher models (e.g., “Here are 3 groups of 4.”) in L1 or L2	Paraphrase information about math processes involving computation using realia or manipulatives and teacher models in L1 or L2	Connect new information about math processes involving computation to previous experiences using visual support	Explain or discuss uses of information about math processes involving computation using visual support	Integrate or synthesize information about math processes involving computation to create own problems	
READING	<b>Scale</b>	Recreate drawings from diagrams and written directions (e.g., “Make a car like this.”)	Identify or create scale drawings from diagrams or models and written directions	Construct scale drawings from everyday experiences, diagrams, or models and written sets of directions	Reproduce scale models from diagrams and written sets of directions (e.g., Legos or dominos)	Build models to scale based on diagrams and written instructions (e.g., 3D puzzles)	
WRITING	<b>Fractions</b>	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies for solving problems involving fractions from diagrams using paragraphs	Create original problems involving fractions embedded in stories	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Patterns, relations, and functions	Identify math symbols or attributes based on oral statements and visual support (e.g., size of objects)	Compare math symbols or attributes based on oral statements or questions and visual support (e.g., “Which side is shorter?” “Which sign says less than?”)	Identify examples of relations, patterns, or functions of math symbols or attributes based on oral statements and visual support (e.g., differences in length, width, or height)	Match language of relations, patterns, or functions to examples based on oral descriptions and visual or graphic support (e.g., “If the next number is always double the last number, how much greater will it be?”)	Select mathematical models based on patterns, relations, or functions described in oral discourse	
SPEAKING	Place value  Large whole numbers	Name place values or large whole numbers using pictures and models (e.g., for numbers of 3 to 7 digits)	Describe differences in place values or large whole numbers from pictures or models	Give examples of place values or large whole numbers from pictures or models	Apply uses of place values or large whole numbers presented orally from models	Create and describe situations involving place values or large whole numbers from grade level models	
READING	Strategies for problem solving	Match figures or formulas to key vocabulary using illustrated examples (e.g., $3 \times 5$ says “multiply”)	Identify key vocabulary in math sentences using illustrated examples (e.g., “You <i>multiply</i> three <i>by</i> five to find the answer.”)	Find synonyms for key vocabulary in math contexts using illustrated examples (e.g., “How many are left when you <i>take away</i> ?”)	Paraphrase information from illustrated math text using synonyms for key vocabulary (e.g., “How many are <i>left</i> ? Means, “What is the <i>remainder</i> ?”)	Explain use of vocabulary, using synonyms, in grade level math text as clues for problem-solving	
WRITING	Three-dimensional shapes	Draw or copy names of three-dimensional shapes from labeled models (e.g., cones, cylinders, or prisms)	Make lists of real-world examples of three-dimensional shapes from labeled models	Describe attributes of three-dimensional shapes from labeled models or charts	Compare/contrast attributes of three-dimensional shapes from labeled models or charts (e.g., “A ___ is like a ___ because ___.”)	Incorporate descriptions of three-dimensional shapes into real-world stories	

## ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
<b>LISTENING</b>	<b>Foods and nutrition</b>	Classify foods from realia, magazines, or newspapers following oral directions	Select/draw choices of foods from realia, magazines, or newspapers following oral directions	Compare choices of foods by following oral directions with visual support (e.g., healthy vs. unhealthy)	Categorize and chart choices of foods following oral directions with visual support (e.g., meals and snacks)	Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious foods.")	
<b>SPEAKING</b>	<b>Nature</b>	Organize and identify natural phenomena from real-life examples (e.g., leaves, insects, or rocks) in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare detailed features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	
<b>READING</b>	<b>Ecology and conservation</b>	Categorize real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or websites	Research ways to conserve using grade level materials	
<b>WRITING</b>	<b>Earth's history</b> <b>Geological forms</b>	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present, or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	States of matter	Identify examples of states of matter, from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support (e.g., “A chair is solid. A pillow is solid. Find another solid.”)	Hypothesize change in states of matter from oral descriptions and visual support (e.g. “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)	Analyze relationships between states of matter from oral discourse and visual support (e.g., “Which one will melt the fastest?”)	Identify series of changes in states of matter based on oral reading of grade level material (e.g., from liquid to steam, back to liquid)	
SPEAKING	Body or living systems	Name basic parts of systems depicted visually (e.g., organs, bones)	Classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”)	Describe functions of systems or their parts using visual support	Discuss importance, and usefulness of systems or their parts using visual support	Hypothesize how change affects systems or their parts (e.g., breaking a leg)	
READING	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)	Associate descriptive phrases with pictures of earth materials	Classify or differentiate among earth materials using charts, tables, or graphic organizers	Interpret information on earth materials from charts, tables, or graphic organizers	Apply information on earth materials to new contexts using grade level text	
WRITING	Solar system	Copy names of astronomical objects from labeled diagrams (e.g., planets, stars)	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)	

## ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	<b>Tools and artifacts</b>  <b>Time long ago</b>	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past and their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos, or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos, or movies in small groups	
SPEAKING	<b>Maps and globes/ Locations</b>	Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language "Wisconsin is <i>between</i> Minnesota and Michigan.") in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")	
READING	<b>Immigration/ Migration</b>	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text (e.g., "Asia is far from the U.S.") and share with a partner	Organize information on immigration/ migration patterns through investigation using graphic or visual support with a partner	Compare information on immigration/ migration patterns through investigation using graphic or visual support (on the Internet, in newspapers, or in libraries) with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade level multicultural texts	
WRITING	<b>Historical events</b>	Reproduce historical highlights (in historical journals) from labeled timelines or visually supported headlines	Create phrases or short sentences (in historical journals) from timelines or visually supported headlines	Make entries of related sentences in historical journals or logs based on timelines or visually supported text	Produce reports by summarizing information from historical journals or logs (using first person)	Compose historical documentaries from multiple sources (using third person)	


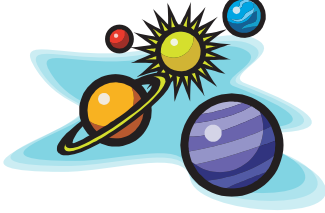
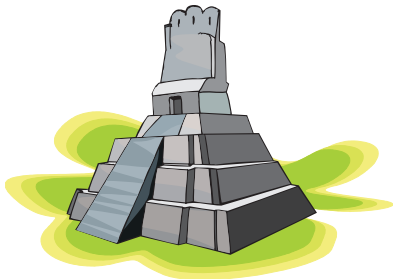


	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Trade routes	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	Arrange information on trade routes from timelines, graphs, charts, maps, or other visual or graphic aids according to oral directions	Order or sequence information on trade routes from timelines, graphs, charts, maps, or other visual or graphic aids according to oral directions	Interpret information on trade routes from timelines, graphs, charts, maps, or other visual or graphic aids and oral directions	Draw conclusions from information on trade routes from visual or graphic aids and oral discourse	
SPEAKING	Explorers	Relate information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from illustrated graphs, or charts	Compare/contrast accomplishments of explorers from illustrated graphs or charts	Explain, with details, contributions of explorers to history	
READING	Historical events, figures, and leaders	Match examples of historical events with illustrations and labels	Identify features, people, or events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Predict the future based on historical events or people's actions using grade level text	
WRITING	Communities and regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast aspects of communities or regions with other ones depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities and states or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	





## Example Topics and Themes for WIDA's 2007 English Language Proficiency Standards

Standard 1: Social and instructional language	Standard 2: The language of language arts	Standard 3: The language of mathematics	Standard 4: The language of science	Standard 5: The language of social studies
<ul style="list-style-type: none"> <li>• Assignments/Research</li> <li>• Character development</li> <li>• Instructions</li> <li>• Resources &amp; supplies</li> <li>• School behavior</li> <li>• School life</li> <li>• Social interaction</li> <li>• Use of information</li> <li>• Use of multiple resources</li> <li>• Use of register</li> </ul> 	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>• Adventure</li> <li>• Ballads</li> <li>• Editorials</li> <li>• Historical documents</li> <li>• Human interest</li> <li>• Multi-media</li> <li>• Mythology</li> <li>• Poetry/Free verse</li> <li>• Science fiction</li> <li>• Technical texts</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Author's purpose</li> <li>• Biographies</li> <li>• Dialogue</li> <li>• Literacy devices</li> <li>• Metaphors &amp; similes</li> <li>• Multimedia</li> <li>• Multiple meanings</li> <li>• Personification</li> <li>• Synonyms, antonyms &amp; homophones</li> <li>• Test-taking and comprehension strategies</li> <li>• Use of resources (including strategies &amp; editing)</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic Equations</li> <li>• Area, volume &amp; circumference</li> <li>• Complex 2- &amp; 3-dimensional figures</li> <li>• Data sets &amp; plots</li> <li>• Decimals</li> <li>• Estimation</li> <li>• Factors</li> <li>• Fractions</li> <li>• Geometric relations</li> <li>• Integers</li> <li>• Interpreting data &amp; statistics</li> <li>• Line segments &amp; angles</li> <li>• Measures of central tendency (mean, median, mode, range)</li> <li>• Metric &amp; standard units of measurement</li> <li>• Parallel lines</li> <li>• Percent</li> <li>• Perimeter</li> <li>• Probability</li> <li>• Ratio &amp; proportion</li> <li>• Square root</li> <li>• Statistics</li> <li>• Whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Atoms &amp; molecules</li> <li>• Bacteria to plants</li> <li>• Body systems &amp; organs</li> <li>• Chemical building blocks</li> <li>• Climate zones</li> <li>• Comets &amp; meteorites</li> <li>• Cycles</li> <li>• Elements &amp; compounds</li> <li>• Forms of energy</li> <li>• Light</li> <li>• Motion &amp; force</li> <li>• Natural disasters</li> <li>• Processes</li> <li>• Reproduction</li> <li>• Scientific inventions or discoveries</li> <li>• Solar system</li> <li>• Temperature changes</li> <li>• Populations, resources &amp; environments</li> <li>• Sound</li> <li>• Scientific tools or instruments</li> <li>• Universe: stars and planets</li> <li>• Water</li> </ul> 	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• America's story</li> <li>• Ancient/Medieval civilizations</li> <li>• Bill of Rights</li> <li>• Civic rights &amp; responsibilities</li> <li>• Civil War</li> <li>• Colonization</li> <li>• Countries &amp; continents</li> <li>• Cultural perspectives &amp; frames of reference</li> <li>• Economic trends</li> <li>• Forms &amp; organization of government</li> <li>• Freedom &amp; democracy</li> <li>• Human resources</li> <li>• Longitude/Latitude/Time zones</li> <li>• Maps</li> <li>• Revolution</li> <li>• Slavery</li> <li>• U.S. Constitution</li> </ul> 

## ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Character development	Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)	Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)	Interact in social and cultural school situations based on oral descriptions in small groups (e.g., in the lunchroom)	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)	Interpret oral scenarios or readings on character development through role play	
SPEAKING	Social interaction	Respond to and offer greetings, compliments, introductions, or farewells with teachers or peers in L1 and L2	Ask questions or exchange information with teachers or peers in L1 and L2	Initiate or engage in conversation with peers or in small groups in L1 and L2	Initiate, respond to, or clarify meaning of idiomatic expressions, slang, or nuances in conversation with peers in L1 and L2	Express or respond to humor or sarcasm in conversation	
READING	Use of multiple resources	Search for topics on the Internet, in libraries, or other sources with a partner from a list	Classify topics identified in websites or other sources with a partner from a (class-generated) list	Sort information on topics of choice gathered from multiple sources with a partner	Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources	
WRITING	Use of register	Respond to requests or invitations supported visually using words and polite phrases	Respond to and initiate e-mail, messages, postcards, or notes to friends or siblings using informal register	Respond to and initiate suggestions, announcements, journal entries, complaints, apologies, or thank yous using semi-formal register	Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Respond to and initiate a variety of writing forms using register appropriate to audience	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Resources or supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., pencils, paper, computers)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators or math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze activities and match with needed resources based on pictures and oral discourse	Evaluate and select resources needed for activities based on oral discourse	
SPEAKING	Instructions or assignments	Repeat or respond to oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Summarize oral instructions or visually supported assignments	Analyze and reflect upon oral instructions or visually supported assignments (e.g., through think-alouds)	Explain, in detail, reasons for instructions or assignments, appropriate for grade level	
READING	Use of information	Locate facts on socially-related topics (e.g., school dances) from visually supported information	Identify information on socially-related topics from illustrated text	Summarize information on socially-related topics from illustrated text (e.g., on billboards, ads, or instructions)	Interpret information on socially-related topics from illustrated text (e.g., directions for a board or video game)	Infer information on socially-related topics from text	
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects or classes)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss likes and dislikes of different aspects of school life using graphic organizers (e.g., favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

## ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Test-taking and comprehension strategies	Match oral commands with learning strategies represented visually and compare with a partner (e.g., “Fill in bubbles on answer sheets.”)	Follow oral directions associated with learning strategies represented visually and compare with a partner	Use learning strategies according to oral directions and compare with a partner (e.g., “Answer easy questions first on tests.”)	Practice using learning strategies described orally in a variety of familiar situations and verify with a partner (e.g., note taking)	Apply learning strategies described orally to new situations	
SPEAKING	Multimedia	Answer choice or yes/no questions regarding visually supported information from multi-media (e.g., on ads, cartoons, signs, or posters)	Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines, or broadcasts)	Present visually supported information from multimedia (e.g., on the Internet, CDs, or software)	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape, or videos)	Give reviews of information from multimedia that include interpretations, critiques, or self-reflections	
READING	Genres	Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)	Match vocabulary or expressions in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)	Associate types of genres with language structures in illustrated text or oral description (e.g., a long time ago, in ancient Greece)	Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction, or ballads)	Infer types of genres associated with written descriptions or summaries from grade level text	
WRITING	Use of resources/ Editing	Brainstorm words or phrases relevant to the task with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2	Check conventions or mechanics with resources (e.g., computers, peers, or visual models) and confirm with a partner in L1 or L2	Engage in peer editing (e.g., using checklists) during process writing and make notations to partner in L1 or L2	Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner	Self-assess process writing using rubrics or other resources and explain editing strategies	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Literary devices	Identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”)	Match oral phrases or sentences supported visually with different time frames (e.g., “long ago,” “right now,” “in the future.”)	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Analyze use of literary devices related to different time frames in visually supported oral passages	Interpret use of literary devices related to different time frames presented orally from grade level text	
SPEAKING	Biographies	Answer WH- or choice questions from pictures related to biographies (e.g., “Is he an old man or a young man?”)	Describe pictures or timelines related to biographies	State biographical information based on timelines or other graphic organizers	Summarize points from outlines or graphic organizers on biographies	Assume character roles using notes on grade level biographies	
READING	Figures of speech (alliteration, metaphors, personification, similes)	Respond to literal questions that involve figures of speech from visually supported phrases (e.g., “Where is the <i>buzzing bee</i> ?”)	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Categorize or classify figures of speech in visually supported passages	Identify figures of speech and match to their meanings in visually supported text	Interpret figures of speech in grade level text	
WRITING	Synonyms, antonyms, homophones	Match familiar symbols, words, or phrases with antonyms from word banks and visuals	Describe familiar people, places, events in phrases or sentences with synonyms or antonyms using word banks and visuals	Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)	Produce original ideas that incorporate synonyms, antonyms, or homophones from visually supported material	Create stories or essays that include synonyms, antonyms, or homophones	

## ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>Mean, median, mode, range</b>	Match oral language associated with measures of central tendency with visual or graphic displays	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Select appropriate measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations and visual or graphic displays	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Make inferences about uses of measures of central tendency from oral scenarios of grade level materials	<b>Level 6- Reading</b>
<b>SPEAKING</b>	<b>Metric units/ Standard measurement</b>	Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos)	Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 4 kilograms.")	Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture, or cartography)	Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)	
<b>READING</b>	<b>Percent, Decimals</b>	Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes, or % daily use) with a partner	Compare or rank order values noted on everyday products related to percent or decimals with a partner	Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates, or tips) with a partner	Interpret various representations of numbers in real-life problems involving percent or decimals from various texts	
<b>WRITING</b>	<b>Probability</b>	Record and label outcomes of events involving chance, using real objects (e.g., coin flips or rolling cubes)	Give outcomes of events involving probability, using real objects with words and phrases or short sentences	Propose probability based on observed outcomes and describe results in a series of sentences	Detail possible combinations, based on probability and compare against observed outcomes in paragraph form	Explain and give reasons for likely probabilities in multiple paragraphs	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Percent/Fractions</b>	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find half a pizza.”)	Follow multi-step oral directions to change proportional representation in graphs or visuals	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., “You buy some jeans for \$25 dollars and sales tax is 7%. How would you figure out the total cost?”)	Apply ways of using percent or fractions in grade level situations from oral discourse	
SPEAKING	<b>Line segments</b>	Identify line segments from pictures of everyday objects	Define or describe types of line segments from pictures of everyday objects (e.g., “These sides are parallel.”)	Compare/contrast types of line segments from diagrams (e.g., parallel vs. perpendicular lines)	Explain how to solve problems using different types of line segments from diagrams	Summarize approaches to solving grade level problems using different types of line segments	
READING	<b>Perimeter/Area</b>	Match vocabulary associated with perimeter or area with graphics, symbols, or figures	Identify visually supported examples of perimeter or area used in real-world situation (e.g., paint a room)	Classify visually supported examples of perimeter or area used in real-world situations	Order steps for computing perimeter or area in real-world situations using sequential language	Select reasons for uses of perimeter or area in grade level text	
WRITING	<b>Algebraic equations</b>	Show pictorial representations or label terms related to algebraic equations from models or visuals	Give examples and express meaning of terms related to algebraic equations from models or visuals	Describe math operations, procedures, patterns, or functions involving algebraic equations from models or visuals	Produce everyday math problems involving algebraic equations and explain how to problem-solve from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations	

## ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Light, Sound	Match oral statements about light or sound with illustrations (e.g., "White is made up of all colors.")	Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	Classify examples of properties of light or sound based on illustrations and oral directions	Apply oral descriptions of properties of light or sound to everyday examples	Identify explanations of properties of light or sound in oral scenarios	
SPEAKING	Temperature changes	Offer information on temperature from charts or graphs (e.g., daylight/nighttime highs and lows) to a partner in L1 or L2	Describe differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Compare differences in temperature based on information from charts or graphs to a partner	Summarize and present information on temperature changes from charts or graphs to a partner	Explain patterns of changes in temperature over time based on evidence from charts or graphs	
READING	Natural disasters	Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models, and pictures (e.g., by months of the year)	Respond to yes/no, choice, or WH-questions regarding natural disasters based on graphic support and pictures (e.g., "Does Illinois have hurricanes?")	Identify characteristics and conditions for natural disasters based on text and graphic support	Compare types of natural disasters using multiple written sources, including the Internet and graphic support	Interpret impact of natural disasters on people and places from grade level text	
WRITING	Elements and compounds	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner	Record results of scientific inquiry involving elements or compounds with a partner (e.g., change from H <sub>2</sub> O [water] to CO <sub>2</sub> [dry ice])	Outline steps of scientific inquiry involving elements or compounds with a partner	Describe procedures related to scientific inquiry involving elements or compounds with a partner (in lab reports)	Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Scientific tools or instruments	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., “Telescopes and sundials go with the sky.”)	Identify examples of scientific tools or instruments and their uses from pictures and oral discourse	Compare/contrast examples of scientific tools or instruments and uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade level material	
SPEAKING	Scientific discoveries	Use vocabulary associated with scientific discoveries based on illustrations (e.g., x-rays or vaccines)	Describe scientific discoveries based on illustrations	Compare/contrast scientific discoveries described orally with visual support (e.g., “__ is similar to/different from __ because __.”)	Imagine future scientific discoveries based on oral and visual clues (e.g., “In 100 years, we could/may/might....”)	Predict potential impact of scientific discoveries on life based on oral evidence	
READING	Cycles Processes	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Associate cycles or processes with their functions from grade level text (e.g., “In order to __, it is necessary to __.”)	
WRITING	Forms of energy	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., “__ and __ are alike/different in these ways.”)	Explain uses of different forms of energy depicted visually (e.g., “__ is used to __.”)	Evaluate and defend uses of different forms of energy (e.g., “I think solar energy is best because...”)	



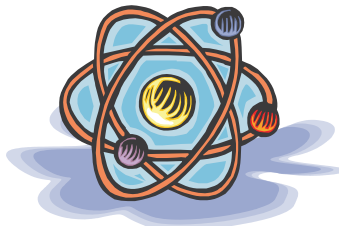
## ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Maps	Identify locations of land and water masses on maps based on oral statements, and check with a partner	Sort locations on maps by land or water masses based on oral statements, and check with a partner	Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information, and check with a partner	Compare and contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions, and check with a partner	Evaluate locations on maps for different purposes from oral descriptions (e.g., "Show me the best city in Asia to....")	Level 6- Reading
SPEAKING	Civil War	Identify historical figures or events of the Civil War period from photographs or illustrations in small groups	Describe historical figures or events of the Civil War period from photographs, illustrations, or videos in small groups	Role-play scenes from historical events or lives of figures of the Civil War period in small groups	Re-enact historical events or lives of figures of the Civil War period from varied perspectives with peers (e.g., Lincoln-Douglas debates) from varied perspectives in small groups	Give monologues simulating historical events or figures of the Civil War period (e.g., scenes in plays)	
READING	Economic trends	Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)	Classify economic data based on information in text and charts (e.g., major crops by states or regions)	Compare economic data based on information in text and charts (e.g., "Which crop is produced <i>less</i> today than 5 years ago?")	Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in 5 years?")	Interpret economic trend data based on information from grade level text and charts (e.g., "Why has there been a decline in profits from this crop in the past 5 years?")	
WRITING	Ancient/Medieval civilizations	Identify features of historical periods from illustrations and word/phrase banks and share with a partner in L1 or L2	Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2	Compare historical periods using sentences from graphic organizers and share with a partner	Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner	Create historical essays descriptive of past civilizations	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Agriculture	Identify agricultural icons on maps or graphs from oral statements (e.g., “Find corn on the map.”)	Locate resources or agricultural products on maps or graphs from oral descriptions (e.g., “Corn is an important crop in the Midwest. Show where corn is grown.”)	Distinguish among resources or agricultural products on maps or graphs from oral descriptions (e.g., “IL grows corn and wheat. GA has cotton and rice.”)	Find patterns associated with resources or agricultural products on maps or graphs described orally (e.g., “The Midwest produces more corn than the South as it has a cooler climate.”)	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade level material	
SPEAKING	America’s story	Connect events with people in U.S. history using timelines, graphics, or illustrations	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics, or illustrations	Discuss significance of major events or people in U.S. history depicted in timelines, graphics, or illustrations (e.g., “The American Revolution was important because...”)	Provide reasons for major events or people’s actions in U.S. history depicted in timelines, graphics, or illustrations	Explain cause and effect of major events and people’s actions in U.S. history (e.g., “This happened as a result of...”)	
READING	Civic rights and responsibilities	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels, or phrases	Match rights or responsibilities of people in U.S. or other countries using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Analyze rights or responsibilities of people in U.S. or other countries using illustrated text	Infer rights or responsibilities of people in U.S. or other countries from grade level text	
WRITING	Forms and organization of government	Label features of U.S. or other governments using visuals or graphics and word/phrase banks	Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative, and judicial branches)	Analyze functions of U.S. or other governments in response to current events using graphic organizers	Discuss and justify relative effectiveness of forms or organization of governments	



## Example Topics and Themes for WIDA's 2007 English Language Proficiency Standards

Standard 1: Social and instructional language	Standard 2: The language of language arts	Standard 3: The language of mathematics	Standard 4: The language of science	Standard 5: The language of social studies
<ul style="list-style-type: none"> <li>Classroom routines</li> <li>Personal &amp; business communication</li> <li>Personal preferences</li> <li>Points of view</li> <li>Recommendations/suggestions</li> <li>School life</li> <li>Social &amp; cultural traditions &amp; values</li> <li>Study skills strategies</li> <li>Information gathering</li> <li>Workplace readiness</li> </ul> 	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>Allusion</li> <li>Autobiographical &amp; biographical narratives</li> <li>Comedies</li> <li>Critical commentary</li> <li>Epics</li> <li>Literary genres</li> <li>Monologues/soliloquy</li> <li>Multicultural/world literature</li> <li>Research &amp; investigation</li> <li>Tragedies</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Analogies</li> <li>Author's perspective/Point of view</li> <li>Bias</li> <li>Literal &amp; figurative language</li> <li>Parody</li> <li>Satire</li> <li>Symbolism</li> <li>Word derivations (etymology)</li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Congruence</li> <li>Data displays &amp; interpretation</li> <li>Derived attributes</li> <li>Formulas &amp; equations</li> <li>Mathematical relations &amp; functions</li> <li>Powers</li> <li>Problem solving</li> <li>Quadrilaterals</li> <li>Roots</li> <li>Scale &amp; proportion</li> <li>Speed &amp; acceleration</li> <li>Theoretic probability</li> <li>Trigonometric functions (sine, cosine, tangent)</li> </ul> 	<ul style="list-style-type: none"> <li>Atoms &amp; molecules/ Nuclear structures</li> <li>Chemical &amp; physical change</li> <li>Classification</li> <li>Compounds</li> <li>Conservation of energy &amp; matter</li> <li>Constellations</li> <li>Ecology &amp; adaptation</li> <li>Food chains</li> <li>Forces &amp; motion</li> <li>Genetics &amp; heredity</li> <li>Life cycles</li> <li>Meteorology</li> <li>Nuclear change</li> <li>Scientific research &amp; investigation</li> <li>Simple organisms</li> <li>Taxonomic systems- Vertebrates &amp; Invertebrates</li> </ul> 	<ul style="list-style-type: none"> <li>Banking and money</li> <li>Behaviors of individuals &amp; groups</li> <li>Conflict resolution</li> <li>Cultural diversity &amp; cohesion</li> <li>Federal, civil, individual rights</li> <li>Global economy</li> <li>Historical figures &amp; times</li> <li>Human populations</li> <li>Individual rights &amp; responsibilities</li> <li>Interdependence among states &amp; nations</li> <li>International &amp; multinational organizations</li> <li>Production, consumption, &amp; distribution</li> <li>Social issues &amp; inequities</li> <li>Supply and demand</li> <li>Supreme Court cases</li> <li>Survey research</li> <li>The story of the U.S</li> <li>World histories/ civilizations/cultures</li> </ul>

## ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<b>School life</b>	Carry out requests from peers or teachers with L1 support; (e.g., “Hand in your homework.”)	Follow instructions from peers or teachers with L1 support (e.g., “Meet me at my locker after 7 <sup>th</sup> period.”)	Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	Infer subtleties of oral messages or information related to school life	<b>Level 6- Reaching</b>
<b>SPEAKING</b>	<b>Recommendations/ Suggestions</b>	State preferences for types of music, games, TV programs, or recreational activities from models in a small group	Describe preferences of movies, magazines, stories, or authors from models in a small group	Recommend games, songs, books, films, poems, or computer software and give reasons for selection in a small group	Discuss pros and cons of plays, films, stories, books, songs, poems, computer software, or magazine articles in a small group	Critique, evaluate, and make recommendations for a variety of everyday information sources	
<b>READING</b>	<b>Study skills strategies</b>	Preview visually supported text to glean basic facts (e.g., titles or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)	Scan material from visually supported text to identify details that confirm main ideas	Skim material from visually supported text for meaning of words, phrases, or sentences in context	Draw conclusions based on information from text	
<b>WRITING</b>	<b>Information gathering</b>	Copy information from media (e.g., newspapers, websites) and check with a partner	List points of information from media (e.g., TV, films, video, or DVDs) and share with a partner	Form general ideas based on information from familiar speakers, media, or print in a series of related sentences and share with a partner	Summarize information from various sources (e.g., radio, TV, or newspapers) in paragraph form and share with a partner	Integrate information from original sources to produce short stories	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Classroom routines	Respond non-verbally to simple commands pertaining to classroom routines using realia or illustrations (e.g., “Close your book.”)	Respond non-verbally to descriptive commands pertaining to classroom routines using realia or illustrations (e.g., “Show me the beginning of the third paragraph.”)	Respond non-verbally to multi-step, descriptive commands pertaining to classroom routines using realia or illustrations	Respond non-verbally to idiomatic expressions pertaining to classroom routines using realia or illustrations	Respond non-verbally to figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	
SPEAKING	Personal preferences	Answer choice questions that express likes and dislikes from visuals (e.g., “Do you like ____ or ____?”)	Reply to a range of questions that express personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate, and defend personal preferences from visuals	Discuss and support changes in personal preferences over time	
READING	Information gathering	Identify text features or web resources used for in-class or homework assignments (e.g., titles or authors)	Match use of text features or web resources with assignments (e.g., Table of Contents or home pages to find topics)	Match types of books, references, or web resources with information needed for assignments	Use text features or web resources to confirm information for assignments (e.g., indexes or glossaries)	Scan entries in books, references, or websites to locate information for assignments	
WRITING	Personal and business communication	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., leases, applications, licenses)	Create or respond to personal and business correspondence from models (e.g., announcements, invitations)	Produce extended personal and business correspondence (e.g., social letters, autobiographical essays)	Compose a variety of personal and business correspondence (e.g., editorials, reviews, or resumes)	



## ELP Standard 2: The Language of Language Arts, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Inferences, satire	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, “You didn’t do your homework, <i>did</i> you?”)	Compare intonation patterns of satirical/non-satirical speech working with a partner	Identify satire or inferences in speech from intonation patterns working with a partner	Analyze speech to identify and make inferences	
SPEAKING	Multicultural/world literature	State facts about literature from native culture using visual support (with L1 support)	Tell fairytales or folktales from native culture using visual support (with L1 support)	Compare fairytales, folktales, or myths from various cultures using visual or graphic support (with L1 support)	Give speeches assuming characters or perspectives in multicultural literature using visual or graphic support	Discuss relevance of multicultural literature in today’s world	
READING	Bias	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including the Internet using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including the Internet	
WRITING	Note taking	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	Produce sentence outlines from discussions, lectures, or readings	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings	
	Conventions and mechanics	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell check, grammar check, or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers, and rubrics	Expand, elaborate, and correct written language as directed	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Bias	Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)	Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias	Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support	Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support	Evaluate information from various sources to determine extent of bias based on oral discourse	
SPEAKING	Multiple meanings	Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i> , <i>Table of Contents</i> )	Give examples of use of words or phrases with multiple meanings from visuals (e.g., “Use the word ‘table’ as in math and English classes.”)	Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts	Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support	Discuss inferences or nuances from oral discourse containing multiple meanings	
READING	Author’s perspective and point of view	Identify words and phrases related to author’s perspective in illustrated sentences	Identify main ideas related to author’s perspective in illustrated series of related sentences	Identify main ideas and supporting details related to author’s perspective in illustrated paragraphs	Analyze author’s perspective in illustrated text	Interpret author’s perspective in literary text and apply to other contexts	
WRITING	Literal and figurative language	Produce literal words or phrases from illustrations	Express ideas using literal language from illustrations	Use examples of literal and figurative language in context from illustrations	Produce and elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language	

## ELP Standard 3: The Language of Mathematics, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Quadrilaterals	Identify properties of geometric figures based on visual representations and oral descriptions	Visualize, draw, or construct geometric figures based on visual representations and oral descriptions	Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines, or planes)	Compare two- and three-dimensional figures (including circles and spheres) based on visual representations and oral descriptions	Transform geometric figures (e.g., rotations, reflections, or enlargements) by following oral directions	
SPEAKING	Formulas and equations	Repeat formulas or equations from models and visual support	Recite or rephrase formulas or equations using models and visual support	Sequence steps in formulas or equations to show how to solve problems (e.g., think-alouds) using visual support	Describe two or more approaches as to how to solve problems involving formulas or equations using visual support	Explain to peers strategies for solving problems involving formulas or equations	
READING	Data displays and interpretation	Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups	Display data sets in charts, tables, or graphs according to written directions, in small groups	Interpret data presented in charts, tables, or graphs in small groups	Predict impact of changes in data displayed in charts, tables, or graphs	
WRITING	Scale and proportion	Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale	Describe differences in figures or real-life objects based on scale and proportion	Compare and contrast figures or real-life objects based on scale and proportion	Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)	Report on designing models to scale and proportion (e.g., "If you were an architect...")	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Angles	Identify angles from figures and oral commands (e.g., “A triangle has three angles; find an angle.”)	Compare angles from figures and oral commands (e.g., “Find the smallest or acute angle.”)	Select angles from figures and detailed oral descriptions	Choose angles formed under various conditions from figures and oral scenarios (e.g., angles formed from slopes of lines)	Identify change in angles under various conditions from oral reading of grade level material (e.g., “If a right angle is rotated, then...”)	
SPEAKING	Mathematical relations and functions	Name variables from illustrations and notation	Relate functions of two variables from illustrations and notation	Give examples of representations of functions of two variables from illustrations and notation	Interpret representations of functions of two variables with or without visual support	Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	
READING	Powers Roots	Identify numbers involving powers or roots within visually supported words or phrases	Match numbers involving powers or roots with visually supported sentences	Classify examples and non-examples of powers or roots within visually supported text	Compare/contrast use of powers or roots in word problems with or without visual support	Analyze reasons for use of powers or roots in grade level text	
WRITING	Formulas and equations	Order elements of equations or formulas from word/phrase banks and models	Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors or coefficients)	Sequence steps for solving problems involving equations or formulas using figures, notation, and sequential language	Explain uses of equations or formulas using figures, notation, and complex sentences (e.g., “Give examples of when you would use ...”)	Provide a rationale for selection of equations or formulas used for problem solving	

## ELP Standard 4: The Language of Science, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Scientific research and investigation	Collect and prepare real-life materials needed for scientific investigation based on oral directions with a partner	Replicate scientific investigation using real-life materials based on oral directions with a partner	Build different hypotheses based on use of materials and oral descriptions of scientific investigation with a partner	Match different oral explanations of results of scientific investigation based on use of materials with a partner	Conduct scientific investigation using materials based on oral input	
SPEAKING	Conservation of energy and matter  Ecology and adaptation	Create and present collages or depictions of conservation or ecology in small groups	Brainstorm ideas based on illustrations about conservation or ecology that affect everyday life (e.g., “What are some examples of pollution?”) in small groups	Suggest ways in which issues related to conservation or ecology can be resolved using visuals or graphic organizers (e.g., “How can we reduce pollution?”) in small groups	Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)	
READING	Genetics and heredity	Match pictures or visuals with symbols, words, or phrases (e.g., ♀ and females) with a partner	Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	Evaluate theories and practices related to genetics based on grade level materials	
WRITING	Chemical and physical change	Answer WH-questions on lab reports based on experiments on chemical or physical change using drawings, words, and phrases	Answer questions on lab reports based on experiments on chemical or physical change using phrases and sentences	Complete lab reports following step-by-step procedures based on experiments on chemical or physical change using a series of sentences	Produce lab reports from outlines or learning logs based on experiments on chemical or physical change in paragraph form	Create narrative lab reports based on science experiments on chemical or physical change	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Atoms, molecules, nuclear structures	Locate atomic, molecular, or nuclear structures from diagrams and oral statements (e.g., cells)	Distinguish between types of atomic, molecular, or nuclear structures from diagrams and oral statements (e.g., plant cells, animal cells)	Match functions of related atomic, molecular, or nuclear structures from diagrams and oral descriptions (e.g., homeostasis/dormancy)	Compare/contrast functions of related atomic, molecular, or nuclear structures from diagrams and oral descriptions	Match analogies (of the functions) of related atomic, molecular, or nuclear structures from oral descriptions of grade level material	
SPEAKING	Food chains Life cycles	Identify components of chains or cycles from diagrams or graphic organizers	Give examples of components or functions of chains or cycles from diagrams or graphic organizers	Describe sequence within chains or cycles from diagrams or graphic organizers	Discuss how chains or cycles are interdependent with or without visual or graphic support	Explain and give examples of the iterative nature of chains or cycles	
READING	Scientific research and investigation	Identify data from scientific research from tables, charts, or graphs	Match sources of data depicted in tables, charts, or graphs from scientific studies with research questions	Answer questions on use of data from scientific research presented in tables, charts, or graphs with text	Interpret scientific research data presented in text and tables	Infer significance of data presented in grade level text on scientific research	
WRITING	Taxonomies	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)	Describe features of taxonomies using illustrations and graphic organizers (e.g., vertebrates and invertebrates)	Compare and contrast features of taxonomies from illustrations and graphic organizers	Summarize features of taxonomies from illustrations and graphic organizers	Integrate information about taxonomies into essays or reports	

## ELP Standard 5: The Language of Social Studies, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<b>Global economy</b>  <b>Supply and demand</b>	Locate global distribution of resources or products in maps or graphs from oral statements	Indicate availability of resources or products in graphs or maps from oral statements	Compare availability of resources or products of two or more countries from maps or graphs and oral statements	Analyze distribution of resources or products among global markets from maps or graphs and oral descriptions	Interpret implications of distribution of resources or products among global markets from oral discourse	
SPEAKING	<b>Historical figures and times</b>	State current events or figures using visual support in L1 or L2	Describe current or past events or figures using visual support in L1 or L2	Discuss current or past events, situations, or figures and their personal impact using visual support	Analyze current or past events, situations, or issues related to historical figures using visual support	Critique current or past events, situations, issues, or policies giving pros and cons	
READING	<b>Social issues and inequities</b>	Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)	Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)	Compare and contrast visually supported information on social issues or inequities from various news sources	Interpret visually supported information on social issues or inequities from various news sources	Evaluate authenticity of information on social issues or inequities from various news sources	
WRITING	<b>Survey research</b>	Answer yes/no or choice questions in surveys with a partner	Formulate WH-questions for survey research from models with a partner	Describe how to compile and state results of survey research in small groups	Summarize responses to interview questions in small groups	Interpret results of survey research and pose questions for further study	



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Global economy	Identify products related to economic trends of regions or countries from oral statements, maps and charts (e.g., “Oil is part of the world’s economy. Find countries with oil.”)	Match regions or countries with similar economic trends from oral descriptions, maps and charts	Find examples of regions or countries that have similar economic trends from descriptive oral scenarios, maps and charts	Compare/contrast the economic trends of regions or countries from oral discourse, maps and charts	Analyze impact of economic trends on regions or countries from oral reading of grade level material	
SPEAKING	Social issues and inequities	Name elements of major social issues or inequities depicted in illustrations (e.g., war)	Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons	
READING	World histories, civilizations, and cultures	Match people or places with periods in world history through illustrations, words/ phrases, and timelines	Identify features of periods in world history from phrases or sentences and timelines	Classify features of periods in world history from descriptive sentences and timelines (e.g., before or after French Revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Analyze features of periods in world history from grade level text	
WRITING	Historical figures and times	Label significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	Outline contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	Describe contributions of significant individuals or historical times in politics, economics, or society using illustrations or photographs and models	Discuss how significant individuals or historical times have impacted politics, economics, or society using illustrations or photographs	Explain and evaluate contributions of significant individuals or historical times in politics, economics, or society	